

**TECHNIQUES OF ENGLISH TEACHING USED AT SMP
MUHAMMADIYAH 5 SURAKARTA: A NATURALISTIC STUDY**



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ABSTRACT

Shelvita Revellia. A320100005. TECHNIQUES OF ENGLISH TEACHING USED AT SMP MUHAMMADIYAH 5 SURAKARTA: A NATURALISTIC STUDY.

The research is purposed to observing teaching learning process of English in SMP Muhammadiyah 5 Surakarta. The objective of this research is to describe the techniques of teaching English implemented by the teacher at SMP Muhammadiyah 5 Surakarta. In this research has five problem statements there are (1) the kinds of English teaching techniques used by the teacher in SMP Muhammadiyah 5 Surakarta, (2) the objectives of English teaching-learning process by using these techniques, (3) the teacher roles, (4) the learner roles, (5) the dominant techniques used by the teacher in SMP Muhammadiyah 5 Surakarta. The kind of this research is qualitative research especially naturalistic study. In this research, the data is from event, informant and document. Methods of collecting data in this research are observation, interview and document. The data are analyzed by a naturalistic study which is consists of collecting data, data reduction, display data and conclusion. This research uses data validity to prove the validity of the research namely data triangulation, investigator triangulation, theoretical triangulation and methodological triangulation. The conclusion of this research there is four techniques implemented by the teacher in teaching learning process of English of SMP Muhammadiyah 5 Surakarta. The techniques are namely Reading Aloud, Oral Repetition, Answering Question and Dialog Conversation. In Reading Aloud, the objective is students being able to respond to the text read out by the teacher. In Oral Repetition, the objective is an effective way to solve problems faced by the students in learning pronunciation. In Answering Question, the objective is student understands and be able to identify main point about of the text. And in Dialog Conversation, the objective is can form the character of students more confident, not shy and dare to appear in front of other students. The most dominant technique is answering question and dialog conversation.

Key Words: teaching learning process of English, techniques of English teaching, teacher's roles, learner's roles and dominant techniques.

ACCEPTANCE

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Publication Article

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INTRODUCTION

English teaching and learning process in SMP Muhammadiyah 5 Surakarta quite interesting. The teachers use a variety of ways to improve the teaching and learning process of the students' English language skills. In the teaching-learning process of English, teachers use a variety of approach, methods and different techniques to attract the attention of students in learning English.

According to Anthony cited by Fauziati (2009:14) defines approach as “A set of correlative assumptions dealing with the nature of language teaching and learning. An approach is an axiomatic.” Fauziati (2009:14) views “An approach describes the nature of the subject matter to be taught. An approach is often unarguable, except in terms of the effectiveness of the methods which grow out of it”. Then Anthony (1963:95 in Fauziati, 2009:15) views method as “An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A method is procedural.” Fauziati (2009:17) explains technique is classroom practices done by the teacher when presenting a language program.

By the definition about approach, method and technique, we can conclude the difference among them. Approach is the basic acceptance of teacher's personal philosophy about teaching-learning. Method is action of teacher such as teacher and learner's role and instructional materials by selected approach. While technique is the real application happen when teaching-learning process in the classroom.

To prove the originality of this research, the writer takes some previous studies that related with English teaching. There is Syarif Fanani (2011), Winda Dwi Lestari (2012), Yasinta Dika Listyana (2012), Ing. Andrea Holešinská (2006), Kateřina Joklová (2009).

The first research was written by Fanani (2006) who writes a study entitled: "Method of Teaching English at Assalaam Junior High school: A Micro Ethnographic Study." In his study, he focuses on English teaching learning process at Assalaam Junior High School. He wants to analyze method implemented by teachers of English teaching learning process in the classroom. He had a notion that type of method gives different outcome in English lesson to the students, the researcher needs description of kind of method implemented by teacher in first year of Assalaam High School. The result of his research English teaching learning process in Assalaam Junior High School is suitable with theories of second language teaching method. There are three methods namely Total Physical Response, Direct Method, and Audio Lingual Method.

The second research was conducted by Lestari (2008) entitled: "A Study On the Method of Teaching English to the First Year Student of SMK Muhammadiyah 3 Surakarta in 2011/2012 Academic Year. The aims of her study are to describe the methods applied by the teacher in teaching learning process of English and classify the problem confronted by the teacher in applying the method. The conclusion of her research presents that are: some methods applied by the teacher are: Community Language Learning, Cooperative Language Learning, and Communicative Language

Teaching. The problem confronted by the teacher in applied the method is less of speaking capabilities. Communicative Language Teaching has limited time and too many students in Community Language Teaching. In Cooperative Language Learning method, students have low motivation and different abilities in teaching learning process of English.

The third research is done by Listyana (2012) who written a research entitled: "English Teaching Techniques Applied to Promote Students' Participation in the Classroom: A Case Study at SMP N 2 Ngemplak Boyolali." In her research, she describes English teaching techniques applied by the teacher to promote students' participation and some techniques which do not promote students' participation. The result of her research presents teaching techniques which promote students' participation such as listening a song, discussion, grouping, picture describing, using electronic media, picture and word issue, peer editing, paper conversation and given an issue. Teaching techniques which do not promote students' participation such as translation, imitation, pattern drill, recognition, dictation, reading aloud by the students and reading aloud by the teacher.

The fourth was made by Holešinská (2006) in her bachelor thesis entitled: "Teaching English as a Foreign Language to students with Learning Difficulties." The objective of her bachelor thesis is to give practical example of methods which suitable with students that can improve and lead the students to learn English as a foreign language with low difficulties.

The result of her bachelor thesis is the most suitable teaching methods such as presentation techniques, total physical response, discovery techniques, multi-sensory techniques and metacognition were analyzed by concern the fact. In this thesis also shows the example of some activities that cover up the most problematic areas, e.g. spelling and pronunciation, and help student master English language

The fifth research was made by Joklová (2009) in her bachelor thesis entitled: “Using Pictures in Teaching Vocabulary.” The purpose is to show how pictures can be employed in lessons as well as to reach conclusions on why they work and in what way exactly they help retaining the memorized words. For several reasons, she also argued that using picture in teaching vocabulary help students remember the words better and help the teacher to make the lesson more interesting and beneficial. Her thesis hopes in function as a guide to some, possibly not so experienced, teachers, give guidance to them through vocabulary teaching and providing information helpful in the form of the lesson plan and activities included in the practical part.

The difference of this one with the some previous studies above is the writer wants focus on techniques of teaching learning of English lesson applied by the teacher in SMP Muhammadiyah 5 Surakarta as the research based on A Naturalistic Study.

The writer applies several theories related with the previous cases in order to support the data of research There are several theories to support her research namely Difference of Approach, Method and Technique, Notion of Techniques of English

Teaching, English Teaching Technique, Learning Objectives, Learner Roles and Teacher Roles.

Celce-Murcia (2004: 9 in Fauziati 2009: 20) gives summary clarifying that an approach is general (e.g. behaviorism approach), that a method is specific set of procedures more or less compatible with an approach (e.g. total physical response method), and that a technique is a very specific type of learning activities used in one or more method (e.g. students will enjoy getting up their chair and moving around in total physical response). Approach is the basic acceptance of teacher's personal philosophy about teaching-learning. Method is action of teacher such as teacher and learner's role and instructional materials by selected approach. While technique is the real application happen when teaching-learning process in the classroom.

Technique refers to the sequence of classroom activities or practices. Anthony (1963:96 in Fauziati, 2009: 16) defines technique as "Implementation which actually takes place in a classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach well." Fauziati (2009:17) said that technique is classroom practices done by the teacher when presenting a language program.

English teaching has four important skills namely listening skill, speaking skill, reading skill and writing skill. Each skill has different way or technique to improve English teaching for student.

There are techniques used in teaching listening namely Bottom-up processing, Top-down processing, Noticing activities, Restructuring activities, Oral repetition,

Identifying key word, Paraphrasing, Summarizing, Answering question, Simultaneous listening and reading aloud. The classroom activities in teaching speaking skill are directions of found out student to talk to each other in couples or groups. The activities are such as role playing, games, problem-solving, song, and discussion. Addition some activities for teaching speaking namely talk as interaction, talk as transaction, talk as performance (Brown and Yule, 1983 in Richards, 2008: 21).

Classroom activities to improve students' bottom-up (text-based processing skills) in teaching reading: Classroom Practices to Develop Text-Based Processing Skills and Classroom Practice to Develop Knowledge-Based Processing Skill. Writing skill is one of four language skills which needed to the students of English department. The cause of students learns to write in English that is study purposes and job analyst.

According to Bloom's taxonomy (1956) learning objectives are often used which presents three domains: (1) cognitive (knowledge and intellectual skills), (2) psychomotor (physical skills), (3) affective (feelings and attitudes). According to Richard there are 4 aspect of Learner's role, there are: (1) the learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom. (2) The learner is monitor and evaluator of his or her own progress. (3) The learner is a member of a group and learns by interacting with others. (4) The learner is a tutor of other learners. (5)The learner learns from the teacher, from other students and other teaching. Littlewood (1981: 92) stated that

some teacher's role in teaching writing, as follow: (1) As Facilitators, they provide everything that students need in the classroom, such as the material and teaching media. (2) As classroom managers, they must be able to manage the classroom activity of teaching learning process activity. (3) As instructor, they are people who give instruction or direction to the students. (4) As consultant, they give good advice to the students although student needs or not, or the students have problem. (5) As evaluators, they have to know how far the student's progress in learning English.

RESEARCH METHOD

This research is a Naturalistic study about teaching-learning of English at SMP Muhammadiyah 5 Surakarta. Naturalistic research is one kind of qualitative research. According to Williams (1989: 66) describes that "Naturalistic inquiry is inquiry conducted in natural settings (in the field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such as teachers, counselors, and administrators as well as researchers and evaluators). This study gets the data from the observations made by the writer.

The data of the research there are 3 sources of the data: event, information, and document. The method of collecting data in this research is observation, interview, document and questioner. The subject of this study is the teacher and students of SMP Muhammadiyah 5 Surakarta. The writer takes the sample from the class 7D which is consisting of 34 students. The teacher's name is Dwi Winarni, S. Pd. She

teaches all of the class 7 of SMP Muhammadiyah 5 Surakarta for English lesson. The object of this research is the writer focus on techniques of English teaching used at SMP Muhammadiyah 5 Surakarta 2012/2013 academic years.

FINDING AND DISCUSSION

The research focuses on the questions of problem statement that is: 1) kinds of techniques English teaching, 2) learning objectives, 3) learner's roles, 4) teacher's roles, 5) the dominant technique used by teacher at SMP Muhammadiyah 5 Surakarta. There are four techniques that often applied by English teacher of SMP Muhammadiyah 5 Surakarta namely Reading Aloud, Oral Repetition, Answering Question, and Dialog Conversation.

According to Fauziati (2010: 9) Reading aloud is activity provides listening practice by supplying a script for verbalizing along with the listening material. While Clark and Clark (1977: 134) said that normally people listen for meaning not for words. From this theory and research finding, reading aloud used by teacher tries to build up good pronunciation of students and understand the meaning of vocabulary. By provide some picture, the teacher read out loud some vocabulary with clearly pronunciation and students can listen, imagine and enjoy the process.

In reading aloud, the teacher provides some pictures in a series and asks the students to listen and write the vocabulary suitable with picture. The teacher reads out loud some vocabularies to her students from handbook and students write down on their book by themselves. The aim of reading aloud is to help students develop new

vocabulary and comprehend how to pronounce the vocabulary. Reading aloud by the teacher makes the students free for listen, imagine and enjoy the process of learning. Reading aloud meeting takes place approximately 20 minutes or less. In this technique the teacher serves as a model and instructor. Student role in reading aloud is as a participant.

According to Fauziati (2010: 8) Oral repetition is an activity in which the students repeat what they hear sentence by sentence or phrase by phrase. The procedure is asking student to listen a word, repeat or imitate it, and memorize it.

Oral repetition is a technique which the students hear some words or sentence from teacher then they repeat what they hear from the teacher, it is focuses on speaking skill of the students. In this technique, the teacher asks students to listen and repeat some words which are said by teacher. The teacher give example how to pronounce well and students try to repeat it. Teacher believes through this activity can help students memorize some vocabulary. The goal of learning by using this technique is expected of students able to pronounce words and phrases the English language correctly. In this technique the teacher acts as an evaluator is to improve the students who do not fit in pronouncing word or phrase that is repeated. After completing learning lesson, the teacher must evaluate what parts of the lesson were successful and how to improve the lesson. During this process, the teacher decides if students were pronounced correctly of the word, it can be useful for the next lesson. The teacher may also lead students to evaluate the teaching learning process. The role

of the student is as a participant to pay attention of the material described by the teacher.

According to Morley (2002:81) in Fauziati (2010:9) states that Questions can be in many forms such as questions for (1) verification (seeking confirmation that the information was understood correctly), (2) clarification (seeking more details or an explanation of an item), (3) elaboration (asking for additional information on a point introduced in the presentation), (4) extension (asking for information on a new point, one that was not introduced in the presentation). Answering question technique that used by the teacher is appropriate with the theory and research finding. This technique focuses on reading skill of the students and to know the content of a text. The form of question used by the teacher is as verification of the text which the information was understood by the students.

Answering Question is an important step which focuses on the main passage of reading to know the messages of the text. Here, form of question is as question for verification of the text which the information was understood by the students. It is a kind of technique which is applied by the teacher to improve student's reading skill. In this technique, the teacher read the text and gives task to the students about the text and asks the students for answering the questions. Learning objectives by using this technique that is through answering question, student understands and be able to identify main point about of the text. By asking questions, the students are exploring new ideas. Two roles applied by the teacher in her teaching-learning activities by using answering question technique namely teacher acts as instructor and evaluator.

Student's roles in this technique are students are as monitor and evaluator of his or her own progress and tutor for the other students.

According to Richard (2008: 21) Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. In teaching learning process this technique called dialog conversation. One of the principal features in this technique that is may be formal or casual, suitable with theory and research finding

Dialog conversation is a technique to coach the students to improve their speaking skill. In this technique, the teacher gives an example about dialog conversation and then asks the students to make a pair with their friend to make a dialog conversation like the example. This technique help students to learn speak in English fluently. With a simple conversation dialogue that students can make an example of another dialog conversation and can develop students' skills in speaking skill. Here, teacher acts as motivator. Students act as a monitor to the development of their own abilities.

CONCLUSION

From some explanations above, the writer concludes that process of teaching learning of English in SMP Muhammadiyah 5 Surakarta is suitable with the theory of English teaching technique. The techniques are implemented by the teacher in her teaching learning of English namely Reading Aloud twice, Oral Repetition twice, Answering Question three times and Dialog Conversation three times. By using

Reading Aloud technique, students are able to read independently and be interesting technique in teaching learning process of English. The teacher roles in this technique are as model and instructor. The student role in Reading Aloud technique is be participant. In Oral Repetition technique, the aim is to get deep understanding in learning and it will be kept on long term memory of the students. The teacher role in Oral Repetition technique is evaluator, while, the student role in Oral Repetition technique is act as participant. In Answering Question technique, the objective is to engage students more fully in a lesson, guiding to deeper understanding of course material. The teacher roles in Answering Question technique are instructor and evaluator. The student roles in Answering Question technique are as monitor and evaluator of his or her own progress and tutor for the other students. In Dialog Conversation technique, the objective is helping the students to speak English fluently and improving their speaking skill. The teacher role in Dialog Conversation is as motivator. The student's role in Dialog Conversation is as a monitor to the development of their own abilities. The most dominant technique is answering question and dialog conversation.

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